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AUTHOR Pollock, John S.; Morgan, Kathy L.
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ABSTRACT

A study evaluated the effectiveness of the Reading Recovery/Early Literacy program, which provided early intervention to underachieving first-grade pupils. A trained Reading Recovery teacher assigned to the program at each of 2 elementary schools daily taught 3 Reading Recovery pupils for 30 minutes each and 4 Early Literacy groups of 5 to 6 pupils for 40 to 45 minutes each. The Reading Recovery part of the program featured individualized one-on-one lessons and the Early Literacy part featured small group sessions involving reading and writing activities. Data collected in four major areas was incorporated in the analyses of the three desired outcomes: pupil census information, pupil text reading level achievement, pupil retainee information, and parent involvement information. Results indicated that all three desired outcomes were met: (1) all Reading Recovery treatment group pupils and 21 (72.4%) of the Early Literacy treatment group reached level 8 during Scott Foresman text reading level testing; (2) all Reading Recovery pupils and 22 (78.6%) of the Early Literacy group pupils with available retention data were promoted to grade 2; and (3) all Reading Recovery pupils and 28 of the 29 Early Literacy pupils had parents who participated in the program. Findings suggest continuation of the program. (One table of data is included; a Concepts about Print scoring sheet, a dictation scoring sheet, the selection score matrix, the teacher census form, a calendar worksheet/parent involvement log, and a pupil data sheet are attached.) (RS)

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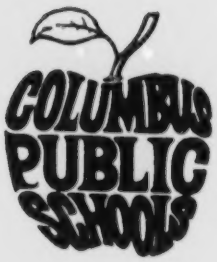
Final Evaluation Report

Private Industry Council
Reading Recovery™/Early Literacy Program

1991-92



Written by:

John S. Pollock
Professional Specialist

Under the Supervision of:
E. Jane Williams, Ph.D.

Data Analysis by:
Kathy L. Morgan
Professional Specialist

Under the Supervision of:
Richard A. Amorose, Ph.D.

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Final Evaluation Report

Private Industry Council
Reading Recovery™/Early Literacy Program
1991-92

Program Description

The purpose of the 1991-92 Private Industry Council funded Reading Recovery™/Early Literacy program was to provide early intervention to underachieving first-grade pupils who appeared unlikely to learn to read successfully without intensive instruction. To accomplish this purpose, the Reading Recovery part of the program featured individualized one-on-one lessons and the Early Literacy part of the program featured small group sessions, both taught by a specially trained teacher. Both the individual lessons and small group sessions were based upon diagnostic instruments which were designed to provide a comprehensive assessment of the pupil's development of reading and writing strategies.

The Private Industry Council funded Reading Recovery/Early Literacy program served two schools, Clinton and Maize Elementaries. The trained Reading Recovery teacher assigned to the program at each building daily taught three Reading Recovery pupils for 30 minutes each and four Early Literacy groups of 5-6 pupils for 40-45 minutes each.

At the beginning of the year, classroom teachers selected first-grade pupils who appeared to be most in need of reading help to take two diagnostic reading and writing tests: Concepts About Print and Dictation (see Appendix A, pp. 10-11). Scores from these two tests were used to determine a pupil's Selection Score. Selection Scores of 85 or below (see Appendix B, p. 13) qualified pupils for either Reading Recovery or Early Literacy program service, pupils with the lowest scores being served first. The program teacher served 27 pupils at any given time, three Reading Recovery pupils and 24 Early Literacy pupils, with the three Reading Recovery pupils chosen from the middle of the lowest 27 scores. After selection for either the Reading Recovery part of the program or the Early Literacy part of the program, pupils were administered four additional diagnostic reading and writing tests: Letter Identification, Ohio Word Test, Writing Vocabulary, and Text Reading Level. These additional diagnostic tests were given to pupils to provide program teachers with more information about each pupil before beginning program instruction. The six diagnostic tests were also administered at various times throughout the school year as pupils entered or exited the programs and again at the conclusion of the program year. Selection of pupils occurred prior to administration of the program norm-referenced pretest (Metropolitan Achievement Tests--MAT6, 1985, Preprimer, Form L).

Each pupil enrolled for Reading Recovery service spent approximately the first 10 days "Roaming Around the Known." During this period the program teacher built rapport with the pupil and provided an opportunity for the pupil to use the strategies he or she already knew in meaningful reading and writing activities. Once the Reading Recovery lessons began, a familiar pattern was established. A typical 30-minute lesson included most or all of the following activities.

1. Two or more familiar books from previous lessons were selected by the pupil to be read to the teacher.

2. The teacher made a running record while the pupil read the book that was introduced to the pupil and attempted on the previous day. During this time the program teacher changed the focus from instruction to observation. Meaning, structure, and visual cues were analyzed to determine which cues were used or neglected by the pupil. Each day the teacher carefully recorded the pupil's

development of reading strategies (e.g., self-monitoring, searching for cues, cross-checking, self-correcting) or ability to determine the meaning of continuous text.

3. During letter identification, plastic letters were used on a magnetic board.

4. The pupil dictated a story and then learned to write and read it with the teacher's help.

5. During sound analysis of words from a written story, the pupil was encouraged to say the words slowly and write what could be heard.

6. A completed story was cut into separate words, which were scrambled, and then rearranged in the correct order by the pupil.

7. A new book was introduced by the teacher.

8. The new book was attempted by the pupil.

The program teacher and a group of five or six Early Literacy pupils worked together each day on reading and writing activities. The sessions included some or all of the following activities.

1. Reading to the pupils.

2. Guided reading of charts and stories.

3. Shared reading/writing activities.

4. Independent reading/writing activities.

5. Activities designed to help pupils attend more closely to print.

Both the Reading Recovery lessons and Early Literacy sessions were tailored to build on what the pupils already knew while strengthening a self improvement system which would lead to continued growth.

Reading Recovery or Early Literacy pupil's progress was monitored by both the program teacher and the pupil's regular classroom teacher. If in consultation they felt that a particular pupil had made satisfactory progress and no longer needed the services of the program teacher, established procedures were followed for successfully discontinuing the pupil from either program. The process for discontinuing a Reading Recovery or Early Literacy pupil consisted of the following steps.

(1) The program teacher sent the last five running records (records of exactly what the pupil said and did while reading a story) to a program coordinator for examination.

(2) If the program coordinator determined that the pupil had made satisfactory progress, she notified the program teacher's testing partner (program teachers do not test their own pupils) and arrangements were made for the pupil to be tested for discontinuance.

(3) The pupil was administered three diagnostic survey tests: Writing Vocabulary, Dictation Test, and Text Reading Level. Also, for text reading assessment, a running record was taken while the pupil read an unfamiliar story.

(4) Results of the testing and running record were given to the program coordinator to make the final determination for discontinuing the pupil.

(5) The program teacher informed the regular classroom teacher that the pupil had been successfully discontinued and would no longer receive program service. If the pupil was not successfully discontinued, the program teacher would continue to work with the pupil, emphasizing areas of weakness, until discontinuance testing was administered again.

Pupils could not be enrolled in the Reading Recovery part of the program and the Early Literacy part of the program simultaneously. If a space became available in the Reading Recovery part of the program, a pupil could be moved from the Early Literacy part of the program into the available space.

Evaluation Design

For program year 1991-92, evaluation of the Private Industry Council Reading Recovery/Early Literacy program included three desired outcomes. Data collected in four major areas was incorporated in the analyses of the three desired outcomes: pupil census information, pupil text reading level achievement, pupil retainee information, and parent involvement information.

Desired Outcome 1

At least 50 percent of the pupils in the treatment group will reach an appropriate text reading level for promotion to grade 2. The appropriate Scott Foresman text reading level for the end of grade 1 is successful completion of text reading level 8 (3rd preprimer).

Desired Outcome 2

At least 50 percent of the pupils in the treatment group will demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level.

Desired Outcome 3

Parents of at least 75 percent of the pupils in the treatment group will participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1991-92 school year. Records of parent contacts and activities will be maintained by program teachers.

For evaluation purposes, program service for Reading Recovery and Early Literacy began on September 23, 1991, continuing through May 1, 1992 for Early Literacy and through May 15, 1992 for Reading Recovery. This provided for a maximum of 136 days of service for Early Literacy pupils and a maximum of 146 days of service for Reading Recovery pupils. To meet the attendance criterion (80%) for inclusion in the analyses of Desired Outcomes 1, 2, and 3, Early Literacy pupils must have attended at least 108.8 days. To be included in the treatment group for Early Literacy, pupils must have met this attendance criterion or been discontinued. To be included in the treatment group for Reading Recovery, pupils must have been discontinued or received 60 or more lessons. The use of the 60 lesson distinction was based upon research which determined that an average of 60 lessons was needed for pupils to be discontinued and to continue to work successfully in the normal classroom setting. There was no attendance criterion for Reading Recovery pupils.

Instruments

The evaluation design provided for the collection of data in the following five areas of operation for the overall program.

1. Teacher Census Information

   Teacher Census Form (TCF) was completed by program teachers to obtain staffing information, including employment status, periods of program instruction, and school assignment (see p. 15, Appendix C).

2. Pupil Census Information

   Calendar Worksheet/Parent Involvement Log (CW/PIL) was used to record pupil service information, Selection Scores, and parent involvement data (see pp. 17-18, Appendix D).

   Pupil Enrollment Roster (PER) was completed by program teachers to indicate official enrollment of each pupil into the program. Program teachers identified pupils served from computer generated lists of all first grade pupils in their buildings. Information included pupil name, student number, date of birth, program teacher name, school code, and program code.

   Pupil Data Sheet (PDS) was a computer generated preprinted form used by program teachers to summarize enrollment/attendance data, number of lessons, text reading level, parent involvement, discontinued status, hours of instruction per week, English-speaking status, and progress made for each pupil served (see p. 20, Appendix E).

3. Retention Information

   District computer files were utilized to access retention data.

4. Parent Involvement Information

   Parent Involvement Log (PIL) was used to record parent involvement data, including the date, type of activity/involvement, name of attendee(s), and amount of time of involvement (see pp. 17-18, Appendix D).

   Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize data collected from the Parent Involvement Logs for each pupil served (see p. 20, Appendix E).

5. Pupil Text Reading Level Achievement

   Pupil Data Sheet (PDS), described earlier, was a computer generated preprinted form used by program teachers to summarize text reading level information for each pupil served (see p. 20, Appendix E)

It should be noted that the Private Industry Council funded Reading Recovery/Early Literacy program, which served only two schools, was only a small part of the larger Columbus Public Schools Reading Recovery and Early Literacy programs, which served pupils in a total of 46 schools. Findings from the two Private Industry Council funded schools, Clinton and Maize Elementaries, should not be generalized across the total population of pupils served by these two programs.

Major Findings

Pupil Census Information

During the 1991-92 school year, a total of 82 pupils were served in the Private Industry Council funded

Reading Recovery/Early Literacy program, including 13 Reading Recovery pupils and 69 Early Literacy pupils. For Reading Recovery pupils, the average days scheduled (enrollment) was 67.5 days per pupil, the average days served (attendance) was 61.3 days per pupil, and the average number of lessons was 50.3 per pupil. For Early Literacy pupils, the average days scheduled was 73.5 days per pupil and the average days served was 66.7 days per pupil. Lessons were not counted in Early Literacy.

Of the 13 Reading Recovery pupils served, 7 (53.8%) pupils were either discontinued or had 60 or more lessons and, therefore, were included in the treatment group. Of the 69 Early Literacy pupils served, 29 (42.0%) pupils were either discontinued or attended the necessary 80 percent of the instructional period and were included in the treatment group. For Reading Recovery treatment group pupils, the average days scheduled (enrollment) was 92.2 days per pupil, the average days served (attendance) was 87.2 days per pupil, and the average number of lessons was 73.8 per pupil. For Early Literacy treatment group pupils, the average days scheduled was 101.6 days per pupil and the average days served was 94.6 days per pupil.

In the Reading Recovery part of the program, 6 (85.7%) of the 7 treatment group pupils were discontinued. In the Early Literacy part of the program, 14 (48.3%) of the 29 treatment group pupils served were discontinued from the program. Pupil census information obtained from program teachers also indicated that all 7 Reading Recovery treatment group pupils were English-speaking and 28 (96.6%) of the Early Literacy treatment group pupils were English-speaking.

Pupil Achievement Data

Desired Outcome 1 stated that at least 50 percent of the treatment group pupils would reach Scott Foresman text reading level 8 (level appropriate for promotion to grade 2). All 7 pupils in the Reading Recovery treatment group reached level 8, indicating that the desired outcome was met. Of the 29 pupils in the Early Literacy treatment group, 21 (72.4%) reached level 8, also indicating that the desired outcome was met.

Program teachers' judgments of individual pupil progress were collected from teachers via the Pupil Data Sheet (Appendix E, p. 20) at the end of the program year. Teachers rated individual pupil progress as much, some, or none. Of the 13 pupils served in Reading Recovery, teacher judgments indicated that 11 (84.6%) showed improvement. More specifically, 8 pupils (61.5%) showed much improvement; 3 pupils (23.1%) showed some improvement; and 2 pupils (15.4%) were judged as making no improvement. Of the 69 pupils served in Early Literacy, teacher judgments indicated that 60 (87.0%) showed improvement. More specifically, 24 pupils (34.8%) showed much improvement; 36 pupils (52.2%) showed some improvement; and 9 pupils (13.0%) were judged as making no improvement.

Desired Outcome 2 stated that at least 50 percent of the treatment group pupils would demonstrate satisfactory progress in the regular classroom as demonstrated by promotion to the next grade level. Of the 7 pupils in the Reading Recovery treatment group, all were promoted to grade 2, indicating the desired outcome was met. Of the 29 pupils in the Early Literacy treatment group, retention data was available for only 28 pupils. Of these 28 pupils, 22 (78.6%) were promoted to grade 2, also indicating that the desired outcome was met.

Parent Involvement Data

Desired Outcome 3 stated that parents of at least 75 percent of the treatment group pupils would participate by visiting in the classroom, volunteering in the classroom, assisting with homework, reading to or being read to by their children, or attending parent-teacher conferences during the 1991-92 school year. Records of parent contacts and activities were maintained by program teachers using the Parent Involvement Log (Appendix D, p. 18), documenting the date of parent contact, the type of activity, which parents or guardians participated, and the time spent on each activity. Data summarized by program

teachers on the Pupil Data Sheets at the end of the program indicated that the desired outcome was met, with parent(s) of all 7 Reading Recovery treatment group pupils participating in the program and parent(s) of 28 (96.6%) of the 29 Early Literacy treatment group pupils participating in the program.

Table 1 displays parent involvement data collected by program teachers on the Parent Involvement Log for each of the 7 Reading Recovery treatment group pupils and each of the 29 Early Literacy treatment group pupils. The data shown in Table 1 indicate that a total of 8.8 hours of parent involvement occurred during the program year for Reading Recovery treatment group pupils and a total of 26.5 hours of parent involvement occurred during the program year for Early Literacy treatment group pupils. For both programs, the majority of time spent was in individual conferences, with 7.8 hours of individual conferences for Reading Recovery and 22.3 hours of individual conferences for Early Literacy. The least amount of time was spent in home visits, with no hours spent in Reading Recovery or Early Literacy.

Summary/Recommendations

The Private Industry Council funded Reading Recovery/Early Literacy program provided additional reading instruction to underachieving first-grade pupils at two program sites. At each site, the program featured one-on-one Reading Recovery lessons for three pupils daily and small group Early Literacy sessions for four groups daily. For evaluation purposes, the Reading Recovery part of the program began on September 21, 1991 and continued through May 15, 1992, providing for a maximum of 146 days of service. The Early Literacy part of the program began on September 21, 1991 and continued through May 1, 1992, providing for a maximum of 136 days of service. To meet the attendance criterion (80%) for inclusion in the treatment group for Desired Outcomes 1, 2, and 3, Early Literacy pupils must have attended at least 108.8 days. To be included in the treatment group for Early Literacy, a pupil must have met the attendance criterion or been discontinued. To be included in the treatment group for Reading Recovery, a pupil must have received 60 or more lessons or been discontinued. There was no attendance criterion for Reading Recovery pupils.

A total of 13 Reading Recovery pupils were served, with average days scheduled being 67.5 days and average days served being 61.3 days per pupil. Of the 13 pupils served in Reading Recovery, 7 (53.8%) were either discontinued or had 60 or more lessons and were included in the treatment group for Desired Outcomes 1, 2, and 3. The Reading Recovery treatment group pupils averaged 92.2 days of scheduled attendance and 87.2 days of service. All 13 pupils served were English-speaking. A total of 69 Early Literacy pupils were served, with average days scheduled being 73.5 days and average days served being 66.7 days per pupil. Of the 69 pupils served in Early Literacy, 29 (42.0%) were either discontinued or met the attendance criterion (80%) for inclusion in the treatment group for Desired Outcomes 1, 2, and 3. The Early Literacy treatment group pupils averaged 101.6 days of scheduled attendance and 94.6 days of service. Twenty-eight (96.6%) of the 29 Early Literacy treatment group pupils were English-speaking.

For both the Reading Recovery and Early Literacy parts of the program, all three desired outcomes were met. All 7 Reading Recovery treatment group pupils reached level 8 during Scott Foresman text reading level testing and 21 (72.4%) of the Early Literacy treatment group pupils reached level 8. The criterion was 50 percent for Desired Outcome 1. For Desired Outcome 2, all 7 Reading Recovery treatment group pupils were promoted to grade 2 and 22 (78.6%) of the 28 Early Literacy treatment group pupils with available retention data were promoted to grade 2. The criterion for the desired outcome was 50 percent. Desired Outcome 3, regarding parent involvement was also met. Of the 7 Reading Recovery treatment group pupils, all had parents involved in the program and of the 29 Early Literacy treatment group pupils, 28 (96.6%) had parents involved in the program. The desired outcome was set at 75 percent. A total of 8.8 hours of parent involvement was documented for the 7 Reading Recovery treatment group pupils and a total of 26.5 hours of parent involvement was documented for the 29 Early Literacy treatment group pupils.

Based on the evaluation results, it is recommended that the Reading Recovery and Early Literacy

Table 1
Number of Parents Involved and Total Parent Hours Reported
for Parent Involvement Activities for Private Industry Council Funded
Reading Recovery/Early Literacy Treatment Group Pupils
1991-92

Program Activities	Reading Recovery Treatment Group Pupils	Early Literacy Treatment Group Pupils
1. Program Planning		
Number of Parents	0	1
Total Parent Hours	0.0	0.3
2. Group Meeting		
Number of Parents	1	1
Total Parent Hours	1.0	1.5
3. Individual Conferences		
Number of Parents	10	32
Total Parent Hours	7.8	22.3
4. Parental Classroom Visits		
Number of Parents	0	3
Total Parent Hours	0.0	2.4
5. Home Visits		
Number of Parents	0	0
Total Parent Hours	0.0	0.0
Total Parents Contacted[a]	11	37
Total Parent Hours	8.8	26.5

[a] Total Parents Contacted is based on a duplicated count of parents contacted. The actual number of individual parents contacted would be less than the total, as the same parent may be included under each program activity.

programs be continued for the 1992-93 school year. With that in mind, the following recommendations are presented:

1. The whole-language instructional strategies and techniques used by program teachers need to be shared with and enhanced by the regular classroom teachers. The instruction provided by the program teacher and by the regular classroom teacher must complement each other. The academic achievement of pupils will suffer if they receive mixed messages in their reading and writing instruction. Opportunities must be made available for program teachers and regular classroom teachers to develop a consistent whole-language based approach to instruction.

2. As increased parent involvement is regarded as one of the indicators of effective schools, every effort must be undertaken to promote parental involvement in the program, especially in the areas of planning, operation, and evaluation.

3. Incorporating in the evaluation design the percentage of discontinued program pupils should be explored. A discontinued pupil is considered able to work in the regular classroom without additional remedial intervention. If the criteria used to discontinue a pupil effectively assesses a pupil's ability, the percent of discontinued program pupils would provide a valuable gauge for assessing the success of the programs as a whole.

4. With the great need that exists for providing literacy intervention for at-risk young children, funding should continually be sought to expand the programs to as many sites as possible to serve as many pupils as possible.

Appendix A

Concepts About Print and Dictation

CONCEPTS ABOUT PRINT SCORING SHEET

Date: _____ Stones: _____ Sand: _____ TEST SCORE _____ /24

School Name: _____

Classroom Teacher: _____

Use the script when administering this test.

PAGE	SCORE	ITEM
Cover	_____	1. Front of book
2/3	_____	2. Print contains message
4/5	_____	3. Where to start
	_____	4. Which way to go
	_____	5. Return sweep to left
	_____	6. Word by word matching
6	_____	7. First and last concept
7	_____	8. Bottom of picture
8/9	_____	9. Begin "The" (Sand) or "I" (Stones) bottom line, top OR turn book
10/11	_____	10. Line order altered
12/13	_____	11. Left page before right
	_____	12. One change in word order
	_____	13. One change in letter order
14/15	_____	14. One change in letter order
	_____	15. Meaning of?
16/17	_____	16. Meaning of period/full stop
	_____	17. Meaning of comma
	_____	18. Meaning of quotation marks
	_____	19. Locate M m H h (Sand) OR Tt Bb (Stones)
18/19	_____	20. Reversible words (was, no)
20	_____	21. One letter: two letters
	_____	22. One word: two words
	_____	23. First & last letter of word
	_____	24. Capital letter

Directions

1. Place the pupil's ID label on the back of the form. If there is no ID label for a pupil, please provide student number, birthdate, student's legal name (last, first, MI), grade, and school code in the space provided.

2. Put an X in the blank next to the form of the test the student took (either Stones or Sand).

3. In the score column, place a 1 (one) beside each correct item. If the item was incorrect, place a 0 (zero) in the column.

4. Record the total number of items correct in the test score box.

5. Turn this form over and enter data from the Dictation test.

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DICTATION SCORING SHEET

Date: _____

School Name: _____

Classroom Teacher: _____

TEST SCORE | /37 |

| | | |

Appendix B

Selection Score Matrix

GRADE 1 DIAGNOSTIC TEST SCORING MATRIX
TO DETERMINE PUPIL'S SELECTION SCORE

DICTATION SCORE	CONCEPTS ABOUT PRINT SCORE																
	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16 ... 24
0	19	22	24	27	30	32	35	37	40	43	45	48	51	53	56	58	61
1	21	23	26	29	31	34	36	39	42	44	47	49	52	55	57	60	63
2	22	25	28	30	33	35	38	41	43	46	48	51	54	56	59	61	64
3	24	26	29	32	34	37	40	42	45	47	50	53	55	58	60	63	66
4	25	28	31	33	36	38	41	44	46	49	52	54	57	59	62	65	67
5	27	30	32	35	37	40	43	45	48	50	53	56	58	61	63	66	69
6	29	31	34	36	39	42	44	47	49	52	55	57	60	62	65	68	70
7	30	33	35	38	40	43	46	48	51	54	56	59	61	64	67	69	72
8	32	34	37	39	42	45	47	50	52	55	58	60	63	66	68	71	73
9	33	36	38	41	44	46	49	51	54	57	59	62	64	67	70	72	75
10	35	37	40	43	45	48	50	53	56	58	61	63	66	69	71	74	76
11	36	39	41	44	47	49	52	55	57	60	62	65	68	70	73	75	78
12	38	40	43	46	48	51	53	56	59	61	64	66	69	72	74	77	80
13	39	42	45	47	50	52	55	58	60	63	65	68	71	73	76	78	81
14	41	43	46	49	51	54	57	59	62	64	67	70	72	75	77	80	83
15	42	45	48	50	53	55	58	61	63	66	69	71	74	76	79	82	84
16	44	47	49	52	54	57	60	62	65	67	70	73	75	78	81	83	
17	46	48	51	53	56	59	61	64	66	69	72	74	77	79	82	85	
18	47	50	52	55	58	60	63	65	68	71	73	76	79	81	84		
19	49	51	54	56	59	62	64	67	69	72	75	77	80	83	85		
20	50	53	55	58	61	63	66	68	71	74	76	79	81	84			
21	52	54	57	60	62	65	67	70	73	75	78	80	83				
22	53	56	58	61	64	66	69	72	74	77	79	82	85				
23																	
24																	
.																	
.																	
.																	
37																	

REVISED 9/13/91

NOTE: Pupils with a Selection Score not included on this matrix will not qualify for Chapter 1 program.

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Appendix C

Teacher Census Form

1991-92
Teacher Census Form

Social Security Number __ __ __-__ __-__ __ __ __

Name _____

School Assignment _____ Cost Center _ _ _

Your Teacher Leader _____

List Chapter 1 - DPPF programs you are involved with:

	Program	Program Code
1.	_____	_ _ _ _ _
2.	_____	_ _ _ _ _
3.	_____	_ _ _ _ _
4.	_____	_ _ _ _ _

Full-Time Employee _____

or (check one)

Part-Time Employee _____

Number of Reading Recovery sections per day _____

Number of Early Literacy groups per day _____

Appendix D

Calendar Worksheet/Parent Involvement Log

* CALENDAR WORKSHEET FOR RECORDING DAYS OF PUPIL SERVICE *

1991-92

Early Literacy I

Student's Legal Name _____ (Last, First)

Student's Birthdate _ _ _ _ _ _ (M M D D Y Y)

Student Number _ _ _ _ _ _

Race Code _____ (1-5)

Sex _____ (M or F)

Note: Please keep original worksheets for all pupils (even for pupils who leave). Do not send to program coordinator or to other schools.

Grade Level 0 1

Selection Score _ _

Teacher Name _____

Program Code _ _ _ _ _ _

School _____

School Code _ _ _

1991-92	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	TOTALS Schdl. (1,2)	TOTALS Served (2)
Aug. 26 - Sept. 20	M	M	28	29	30	H	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Sept. 23 - Oct. 18	23	24	25	26	27	30	1	2	3	4	7	8	9	10	11	14	15	16	17	COTA 0		
(Max. schdl. days=19)																						
Oct. 21 - Nov. 15	21	22	23	24	25	28	29	30	31	1	4	5	6	7	8	11	12	13	14	PC 0		
(Max. schdl. days=19)																						
Nov. 18 - Dec. 13	18	19	20	21	22	25	26	27	H 0	N 0	2	3	4	5	6	9	10	11	12	13		
(Max. schdl. days=18)																						
Dec. 16 - Jan. 24	16	17	18	19	20	6	7	8	9	10	13	14	15	16	17	H 0	21	22	23	24		
(Max. schdl. days=19)																						
Jan. 27 - Feb. 21	27	28	29	30	31	3	4	5	6	7	10	11	12	13	PC 0	17	18	19	20	21		
(Max. schdl. days=19)																						
Feb. 24 - Mar. 20	24	25	26	27	28	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20		
(Max. schdl. days=20)																						
Mar. 23 - Apr. 17	23	24	25	26	27	30	31	1	2	3	6	7	8	9	10	13	14	15	16	N 0		
(Max. schdl. days=19)																						
Apr. 20 - May 15	N	N	N	N	N	27	28	29	30	1	4	5	6	7	8	11	12	13	14	15		
(Max. schdl. days=05)	0	0	0	0	0						0	0	0	0	0	0	0	0	0	0		
May 18 - June 12	18	19	20	21	22	H	26	27	28	29	1	2	3	4	R	8	9	10	11	12		
(No scheduled days)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		

TOTALS (Max. scheduled=138) (Max. served =138)

Scheduled	Served

Date Discontinued

_ _ _ _ _ _ (M M D D Y Y)

RACE CODES

1 = Non-Minority
2 = Black
3 = Spanish Surname
4 = Asian American
5 = American Indian

SERVICE CODES

0 = Pupil Not Scheduled (Inservice, Teacher Illness, Personal Day, Snow Day, Parent Conference Day, etc.)
1 = Pupil Scheduled and Not Served (Absent from School/Class)
2 = Pupil Served (Pupil Present)

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ESEA - Chapter 1
Parent Involvement Log
1991-92

Program Code _____ Name of Pupil _____ Grade _____

Parent Name _____ Address _____ Phone Number _____

THE COLLECTION OF PARENT INVOLVEMENT DATA IS REQUIRED BY CHAPTER 1.
Please check if the following two activities occurred for this pupil anytime this year.

☐ Parent helped child with homework

☐ Parent read to child or child read to parent

DIRECTIONS: Please indicate in the fields below the activity, name of parent/guardian, and the hours they were involved in the Chapter 1 project. ROUND HOURS TO THE NEAREST TENTH. Obviously, you may keep expanded notes about activities somewhere else.

Date MMDDYY	Activity* (1-5)	Attendee(s) Parent/Guardian	Hours 00.0

*Kinds of Parent Involvement to record for the column labeled Activity

(1) Involved in planning (do not include advisory council)
(2) Group meetings (do not include advisory council)
(3) Individual conferences (telephone conferences included)
(4) Parental classroom visits
(5) Home visits

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Appendix E

Pupil Data Sheet

Columbus Public Schools
Compensatory Education Programs

April 15, 1992
16:07

PUPIL DATA SHEET

SCHOOL CODE ___ PROGRAM CODE _____ SSN _____

SCHOOL NAME _____ PROGRAM NAME _____ TEACHER NAME _____

1. STUDENT NAME _____

2. STUDENT NO. _____ GRADE __ BIRTHDATE __ / __ / __

3. PUPIL PROGRESS NONE SOME MUCH

4. HOURS PER WEEK OF INSTRUCTION |__|__|.|__|

5. IS THIS PUPIL ENGLISH SPEAKING? NO YES

6. WAS THIS PUPIL DISCONTINUED? NO YES

7. PARENT VOLUNTEERED IN CLASSROOM? NO YES

8. PARENT HELPED WITH HOMEWORK? NO YES

9. PARENT READS TO CHILD OR CHILD READS TO PARENT? NO YES

FOR NUMBERS 10-14, FILL IN THE NUMBER OF THIS PUPIL'S PARENTS INVOLVED IN EACH ACTIVITY DURING THE YEAR AND CUMMULATIVE HOURS OF CONTACT

	NO. OF PARENTS	NO. OF HOURS
10. PLANNING	|__|	|__|__|__|.|__|
11. GROUP MEETINGS	|__|	|__|__|__|.|__|
12. INDIVIDUAL CONFERENCES	|__|	|__|__|__|.|__|
13. CLASSROOM VISITS	|__|	|__|__|__|.|__|
14. HOME VISITS	|__|	|__|__|__|.|__|

	THRU 04-03-92	FROM 04-06-92 THRU 05-01-92
15. NUMBER OF DAYS SERVICE SCHEDULED (CAREFULLY READ INSTRUCTIONS)	|__|__|__|	|__|__|
16. NUMBER OF DAYS SERVICE RECEIVED (CAREFULLY READ INSTRUCTIONS)	|__|__|__|	|__|__|
17. SCOTT FORESMAN TEXT READING LEVEL	|__|__|	

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